

BEHAVIOUR MANAGEMENT POLICY

Rationale

The purpose of the Behaviour Management Policy is to enhance student development by promoting a safe, unified and supported learning environment at Yuluma Primary School. The use of positive, consistent beliefs, language and actions form a common understanding of behaviours expected in our community, ensuring we continually focus on building quality relationships between all members of the school community.

Right and Responsibilities of Students, Staff and Parents

<p>Students have the right to:</p> <ul style="list-style-type: none"> • Learn in a purposeful and supportive environment. • Work and play in safety. • Work in a friendly and clean environment. • Respect, courtesy and honesty. 	<p>Students have the responsibility to:</p> <ul style="list-style-type: none"> • Engage in the learning program without disrupting the learning of others. • Keep the school environment kept neat, tidy and safe. • Ensure that they are punctual, polite, prepared for learning • Behave safely
<p>Staff have the right to:</p> <p>Respect, courtesy and honesty.</p> <ul style="list-style-type: none"> • Teach in a clean environment. • Teach in a purposeful and non-disruptive environment. • Co-operation and support from students and parents. 	<p>Staff have the responsibility to:</p> <ul style="list-style-type: none"> • Model respectful, courteous and honest behaviour. • Ensure that the school environment is kept neat, tidy and safe. • Establish positive relationships with students. • Ensure good organisation and planning. • Ensure open and honest communication with parents.
<p>Parents have the right to:</p> <ul style="list-style-type: none"> • Access a meaningful education for their child. • Be informed of curriculum material, behaviour management procedures, and decisions affecting their child’s health and welfare. • Be informed of their child’s progress. • Be heard in an appropriate forum on matters related to their child. 	<p>Parents have the responsibility to:</p> <ul style="list-style-type: none"> • Ensure that their child attends school regularly and punctually. • Support the effective learning by promoting strong physical and emotional health of their child. • Ensure that their child is provided with appropriate materials to make effective use of the learning environment. • Support the school and learning.

Code Of Conduct

All members of the Yuluma School Community will:

- Foster a mutually caring and supportive environment.
- Place emphasis on the virtues of courtesy, respect and responsible behaviour.
- Contribute to a sense of positive school community.

- Encourage a sense of self-worth, independence and the pursuit of high standards.

Key Understandings About Behaviour Management

- All behaviour is learned
- Behaviour is influenced by the situation in which it occurs
- All behaviour serves a purpose for the student
- The development of positive behaviour is a shared responsibility between the school and the home
- Early intervention increases the prospect of modifying inappropriate behaviour
- Consistency is a key factor in effective behaviour management
- Individualised behaviour management programs may be required for students who persistently behave in disruptive behaviour
- Students taking responsibility for their behaviour is an important step towards restoring relationships and building a sense of belonging

GUIDELINES

- All teachers are expected to create a positive learning environment rich with praise and reward for desirable behaviour
- The school will manage community wide programs that reward and support positive behaviour including virtue vouchers, faction tokens, merit awards, reading night stamps, Aussie of the Month etc.
- Playground – Virtue vouchers and faction tokens awarded for responsible behaviour in the playground. Each term, the winning faction will receive a reward.
- All teaching staff are expected to:
 - Have a clear set of classroom expectations that are communicated to the students and positively re-enforced regularly
 - Build positive supportive relationships with students
 - Use low key responses to manage student behaviour (proximity, the look, win over, non-verbal cues, square off etc)
 - Maintain appropriate records of student behaviour, with staff recording behaviours in Integris Behaviour Module once an in-class time out has been used.
 - Manage student behaviour through the use of behaviour specific feedback, in class consequences, in-class time out arrangements and referrals to the administration team.
 - When appropriate to support a student by participating in case management planning and the implementation of individualised behaviour management strategies
 - Ensure parents are informed promptly of behaviour issues involving their child, particularly once in class time out has been used.
 - 'Fast Track' a student to the administration team if a serious breach of discipline occurs
- The administration team are expected to:
 - Manage whole school positive behaviour strategies
 - Support teachers with behaviour management
 - Respond to referrals to the school office including appropriate documentation, teacher feedback and parental contacts
 - Facilitate the development and implementation of case management plans for students experiencing difficulty with self-regulation
 - Manage specialist behaviour management strategies such as partial attendance (Section 24), suspensions or exclusion
 - The authority to suspend a student is vested in the Principal. This authority is delegated to the Deputy Principal if the Principal is off the site.
 - Manage, promote and monitor the school's mobile device policy.

- Record behaviour data, analyse, plan and respond to behaviour data annually.

Weapons on School Premises

Incidents involving weapons should be dealt with as a serious breach of discipline and students suspended immediately as per the *School Education Regulations 2000 43(1(b))*.

The school community is reminded that under the Weapons Act 1999 '*it is an offence to carry or possess a weapon; purchase, sell or supply a weapon; and/or manufacture a weapon.*'

Where the weapon is deemed to be prohibited or controlled, the Principal will contact police immediately. The incident must also be entered on the Department's incident notification system. Prohibited weapons are any item that has no other purpose other than as a weapon such as firearms, spray weapons, flick knives or switch blades. Controlled weapons include those used in the practice of a martial art, sport, act or similar discipline such as swords, machete or spear guns.

Drug and Alcohol Education

All students participate in programs from Kindergarten to Year Six which aim to develop their skills to manage their relationship with others, to self-manage and to make positive choices. The Western Australian health curriculum is delivered to all Kindergarten to Year Six students and includes content on drug and alcohol education.

Suicide Prevention/Risk Management

Members of the school staff should refer concerns around suicide or suicidal ideation to the Principal. Risk assessments may be conducted by the school psychologist or an appropriately trained member of the staff. Further responses to support the child would be determined by the outcome of the risk assessment.

Settings	We are Responsible	We Respect	We Care	We Strive
ALL SETTINGS	<p>We act safely We accept responsibility for our own behaviour</p>	<p>We listen to and follow staff's instructions when asked We use an appropriate volume We are polite and use manners (please, thank you, excuse me, greetings, etc) We wait our turn We use appropriate language We respect each other's personal space. We use all equipment as intended</p>	<p>We consider others' feelings We are honest We care for our property We put rubbish in the bin</p>	<p>We make good choices We ask for help/questions We are friendly We set, work toward and reflect on our goals</p>
CLASSROOMS	<p>We are active learners We are prepared for every lesson</p>	<p>We include others in activities We acknowledge others opinions</p>	<p>We encourage each other to do our best We help others We cooperate with others to learn</p>	<p>We stay on task We do our best We participate in all activities We complete set tasks We work independently when required</p>
GROUNDS	<p>We share equipment We wait quietly in line We report problems to the duty teacher We follow rules of games We wear our hats We remain on school grounds We walk on paved areas</p>	<p>We use sports equipment safely</p>	<p>We include others in games We care for the natural environment.</p>	<p>We play fairly We play safely We are good sports (be a good winner/loser)</p>
COMMUNITY (Before and After School)	<p>We respect community property We leave school grounds promptly We walk bike, scooters and skateboard on school grounds We wait in designated area</p>	<p>We respect the school environment We wear our school uniform with pride in the community</p>	<p>We offer help to staff We help clean up and tidy up</p>	<p>We promote our school positively We are punctual</p>
UNDERCOVER AREA	<p>We walk on paved areas We place lunch orders before school We remain seated while eating We clean up after ourselves</p>	<p>We respect the displays We use sports equipment safely and as intended</p>	<p>We line up and wait our turn at canteen, sportshed and assemblies We wait to be dismissed</p>	<p>We are a good audience</p>
AMENITIES (Toilets and Water Fountains)	<p>We have drinks, go to the toilet and line up when the hand bell goes</p>	<p>We respect each other's privacy</p>	<p>We use amenities correctly We encourage others to use amenities correctly</p>	<p>We keep the area clean We wash our hands</p>

YPS Positive Behaviour Expectations

Managing Inappropriate Student Behaviour Cycle

At each step, review the student's behaviour. If the infringing behaviour has stopped, then return to step one. If it is escalating or continuing, continue through the cycle.

7. For repeated, inappropriate behaviour or serious infringements, refer to Deputy or Principal

2. Low level teacher-student interaction to redirect inappropriate behaviour

6. Reflection – For repeat Buddy Class or serious inappropriate behaviour, playground infringements or breaking IBP.

Behaviour management referral form needs to be completed by classroom teacher or Admin (playground infringement). Student to complete reflection sheet.

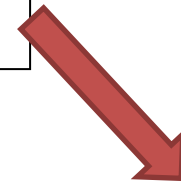
1. Establish a positive classroom environment and explicitly teach and reinforce positive behaviours

3. Verbal warnings as appropriate for needs of individual student

5. Buddy Class

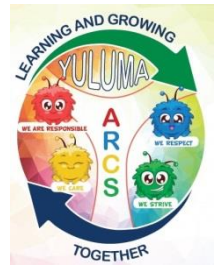
Class teacher to complete behaviour management referral form (triplicate book) Enter into Integris Behaviour.

4. In-Class Isolation Area.





REFLECTION SHEET



Name: _____ Room: _____

Class Teacher: _____ Date: _____

1. Without blaming others, explain how **your behaviour** was inappropriate? (Be honest.)

2. What caused you to behave this way?

3. How might others have been affected by your behaviour?

4. How could you solve this issue in a positive manner if it happened again?

5. What have you learnt from this situation?

6. **Restitution** means seeking to correct an error or make amends to another person. How might you fix the problem?

7. **Consequences** are the result of inappropriate behaviour. What is an appropriate consequence for your behaviour?

Reflection Teacher's Comment/Signature

My Goal will be: (please circle)



WE ARE RESPONSIBLE



WE RESPECT



WE CARE



WE STRIVE

Student's Signature _____ Date _____

Parent's Signature _____ Date _____



GOOD STANDING POLICY

Rationale

The intention of the Good Standing Policy is to ensure each child's opportunity to maintain Good Standing is maximised. It articulates expected behaviours within the school and support children with their transition to the Secondary School context.

Definition of Good Standing

Students who follow school rules and expectations and demonstrate respectful conduct to all members of the school community will be recognised as being students with Good Standing. These students may participate fully in all school based activities and events and are eligible to represent the school in sporting, social and cultural activities.

Guidelines

- All students in Years Two to Six commence the year with four Good Standing points. The Good Standing policy will not operate for students in Kindergarten, Pre-Primary and Year One.
- To lose a Good Standing point a student must breach one or more Good Standing requirements.
- A student, who loses four Good Standing points, will lose the status of Good Standing. This provides four opportunities for the child to modify their behaviour.
- All students will have their four Good Standing points re-instated at the commencement of each term.
- Parents will be informed in writing at the loss of a Good Standing point.
- Students who are suspended from school will automatically lose their Good Standing.
- Students may earn the right to have the Good Standing restored by following the school's rules and expectations for a period of three weeks.
- A loss of Good Standing will be for a period of three weeks on the first occasion. On the second and further occasions the loss of Good Standing will be for a period of five weeks.
- Students will be supported to return to Good Standing through daily support from their class teacher, a weekly review with the Deputy Principal and a final review with the Principal prior to returning to Good Standing. The Principal retains the right to delay a student returning to Good Standing if deemed appropriate.
- Children who have lost their Good Standing on three occasions will be placed on an Individual Behaviour Management Plan.

Good Standing Behaviours

These rights and responsibilities apply to all members of our school community.

Our Rights	Our Responsibilities	Examples of Acceptable Behaviour
To be treated with courtesy and consideration.	Practise courtesy, consideration and cooperation.	<ul style="list-style-type: none"> • Respect others, i.e. no teasing or name-calling. • Be honest and courteous in all situations. • Socialise in a friendly manner. • Respect the culture and diversity of all members of the school community.
To work in and enjoy a safe, secure and clean environment.	Keep our environment safe, secure and clean. Respect student, staff and school property.	<ul style="list-style-type: none"> • Take care of all property, furniture, buildings and grounds.

Children who lose Good Standing may not attend:

- Discos
- Camps
- Interschool Sporting events – Athletics Carnival, Cross Country Carnival, Winter Carnival
- Reward events / excursions
- End of Year excursions
- Lapathon
- Students with a leadership role would not undertake the duties associated with the role if they lose Good Standing. A student who loses Good Standing on two occasions will lose their leadership role.